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# 4-H Demonstrations and Illustrated Talks

Agricultural Extension Service

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# 4-H Demonstrations and Illustrated Talks

Show How

Tell Why



COOPERATIVE EXTENSION SERVICE



## WHAT

You give a demonstration to show your family, or your friends, how to do something. A demonstration may show how to accomplish a new job or how to do an old one better. While you show them how to do it, you tell them why.

## WHY

You give a demonstration to help others learn how to do something useful in their home or in the family business and how to do it the easiest and most practical way.

Demonstrations help you, too. You learn to talk easily while you use your hands to show a useful practice. You find out a lot about the subject you demonstrate. "If you hear about a thing you soon forget it. If

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you see it done, you remember half of it. If you do it yourself, you remember all of it. For only then is it a part of you."—Chinese proverb.

## HOW

Have you ever shown a friend how to tie a knot, throw a football, or hold a baseball bat? Or have you shown someone how to sharpen a hoe, to swim, to thread a needle, or to pull taffy? If you have, you have given a demonstration! Easy, wasn't it? How did you do it? While you were using your hands to show your friend how to tie the knot, you were also telling him how to do it. It was easy for you because you knew how.

Your first demonstration should be simple; it may take only two or three minutes.

## IDEAS FOR DEMONSTRATIONS

Think of the demonstrations that could come out of raising one tomato plant, making a dress, or raising a dairy calf. Whatever your project—try making a list of everything you did as you made or grew one single thing. This is one way to find demonstrations.

Another way to get ideas for demonstrations is to look through project guides, bulletins, or magazines, or maybe you have seen ideas on television.

## WHERE

You give demonstrations at 4-H club meetings. Start in your first year to show and tell others how to do something useful and interesting. Demonstrating is fun, so you will want to show other people how to do things you learn in 4-H. As you practice and gain skill, you will give demonstrations for Achievement days, community meetings, and State Fair.

## HOW OFTEN

A part of your job in 4-H is to give at least one demonstration every year. At each meeting, most clubs have one or more demonstrations by different members. You can give the same demonstration many times, changing it to fit those who will see it.



## SHOULD I GIVE A DEMONSTRATION OR AN ILLUSTRATED TALK?

An illustrated talk (sometimes called a lecture demonstration) should be used if the subject does not lend itself to demonstration or if the facilities available are not adaptable for use of the necessary equipment.

Let us compare the two methods:

### What is an illustrative talk?

- a. A combination of talking and showing by means of one or more visual aids as charts, pictures, slides, models, miniatures or articles of real size, flannel graphs, flip charts, chalkboard, drawings, cut-aways.
- b. People in audience learn by watching and listening.
- c. Tell how something is done.
- d. Show results with visuals plus explanation.
- e. May include charts and posters and other types of visual aids.
- f. Is true and accurate.

### What is a demonstration?

- a. A combination of action and explanation resulting in a finished product that can be shown to those watching the demonstration.
- b. People in audience learn by watching and listening.
- c. Know-how-show-how process.
- d. Step-by-step process of making a product with a finished article to show.
- e. May include charts and posters and other types of visual aids.
- f. Is true and accurate.

### TEAM UP

Two of you may plan and give a demonstration together. Do this only if the method you want to show needs team work to carry it out.

A few guides—

1. While one of you gives the introduction, the other goes to work quietly at a back table as soon as he is introduced.
2. Keep an eye on your partner's work so you can help when needed.
3. When your partner is talking, do your work in the background.
4. Speak up when the question is about your part of the demonstration.
5. Be sure to share both the show how and the tell why.
6. Practice until you get real team work.

### HOW TO GET READY

First of all, you just help your leader show other club members how to do something, like measure flour or milk, transplant a seedling, hold a calf, or anything that is needed in your project. After you

have helped in this way, start thinking about a special demonstration that you can give. Your leader and parents can give you pointers on choosing a demonstration.

You can get off to a good start by choosing a subject that is:

1. Something you like to do and know something about.
2. Something you have learned to do well in your 4-H club.
3. Something that relates to your 4-H project or activity.
4. Something that is suitable to your age and experience.
5. Something that has plenty of action and zip.
6. Something that is timely and fits your farm and home activities.
7. Something that covers just one principle idea.

Now you are ready for the next step—planning the demonstration.



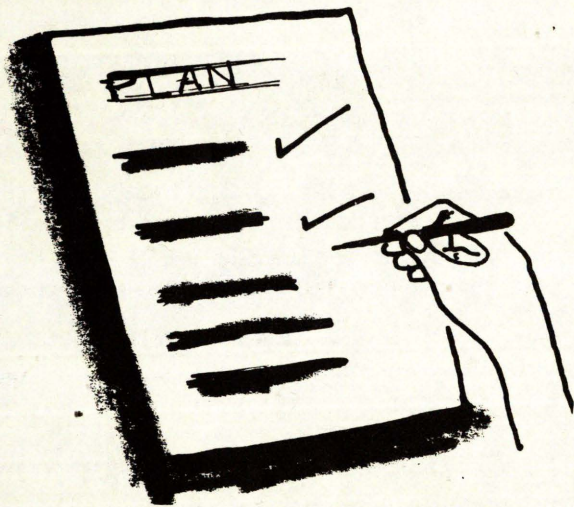
After you have chosen your subject, make your demonstration outline. If this is your first demonstration ask your mother for help in making the plan. Your leader will also help.

Here is a typical demonstration outline:

**TITLE**—This should be an action title. Make it interesting. This may not be the first thing you do; you might want to decide on this after your demonstration is all planned.

**INTRODUCTION**—Greet your audience first. Tell them the reasons you chose this practice or method and how it fits into your family life and your 4-H project. A well planned introduction interests the audience in your demonstration.





### THE MAIN PART OF DEMONSTRATION—

This is the largest part of the demonstration. We must get three things across:

1. What you do—List in order the main points of the job you are showing or telling about.
2. How you do it—Plan to show the audience how to carry out each step. Be sure you have equipment and illustrative material for each point.
3. Why you do it—Tell them the reasons for each step. This makes your demonstration educational and interesting.

**RESULTS**—You should show your results to sell the importance of your demonstration. If you can not complete a whole job in a short time, you can prepare a sample ahead of time. Invite the audience to look over or sample the finished product. Tell where you got your information. If you used a bulletin, have one on hand to show the audience.

**SUMMARY**—Give the main points you want people to remember. You tell them what you have told them. Put it in different words than you used in the beginning.

**QUESTIONS**—Ask, “Are there any questions?” If you get a question the rest of the audience didn’t hear, repeat it. If you don’t know the answer say so, or tell the folks they can get that information from someone else you can rely on.

**A COURTEOUS ENDING**—You may say something like this “If there are no more questions, this ends my demonstration. I hope you will find this information useful.” Use your own words that say how you feel about it. You must not forget to say “Thank-you” to the audience.

A suggestion: One secret in planning a good outline is to just make notes, instead of writing down everything you will say. Talk in your own words, think about what you are doing, and tell about it as you go along.

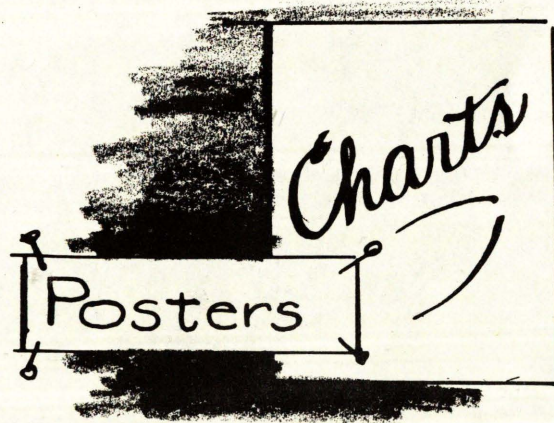
### HOW ABOUT YOU, THE DEMONSTRATOR?

**Practice**—Practice is important, you can work out the easiest way to arrange materials and equipment. You can also check if you:

1. do things in order
2. explain every action
3. have all equipment needed
4. know your subject
5. give correct information
6. put your ideas across

**Look your best**—You want to look your best when you give a demonstration. Be dressed for the job. Food demonstrators usually wear washable cottons and an apron. For them, a hair net is a good idea; girls should avoid earrings or heavy jewelry. A favorite with boys is a white shirt and white trousers, depending on type of demonstration.

Practice is important. Stand tall on both feet. A clear, pleasant voice helps, too. Speak distinctly and loud enough to be heard across the room. Forget yourself and think about how you can help your audience learn to do what you are doing.



**Have Good Illustrative Materials**—Just telling isn’t enough. You’ll need to show pictures, charts, models, the actual objects, or diagrams to help tell your story. These we will call visual aids.

Keep visual aids simple and in action. The real thing is the best. But if the object is too large, try a model.

The big reason we need visual aids is that the eye remembers better than the ear.

A how-to-do-it demonstration always holds interest. The reason is that it uses real objects and has lots of action.

When you do use charts or posters be sure they are simple and brief. Be sure the letters are easy to read. Letters should be 1½ inches tall to be read 30 feet away. Fat letters can be seen farther than skinny ones. Lettering done in lower case letters is easier to read



from the same distance than all capital letters of the same size.

Heavy white cardboard is best for posters that you would place on an easel. White butcher paper can be used when the charts are tacked on a solid background.

#### THE SHOW IS ON

Be yourself.

Look at your audience.

Use your own words, (speak as though a friend had asked you how you did this job).

Convince your audience of the value of the practice you are selling by your sincerity, your excellent illustrative material, your skill, and your results.

#### TO THE LEADERS

As a leader of a 4-H Club you are a teacher and counselor. You help boys and girls work together in a friendly cooperative way. You use the project, activi-



ties, and demonstrations to help them develop feelings like this:

- \* "I'm in"—The fun of belonging to a group.
- \* "I can get and give help"—A feeling of security as a group member.
- \* "I can do"—Growth in skill and ability.
- \* "Others know it"—Recognition for accomplishing.
- \* "What I say and do counts"—A feeling of status in the group that results from taking part.
- \* "I'm growing up"—Growth toward independence.

Here are a few suggestions on promoting the growth of club members through demonstrations:

1. Using the demonstration method of teaching project work, etc.
2. Have junior, project, or adult leader give an informal demonstration before the group.
3. Plan short, simple, practical demonstrations or talks for beginning members. Use the words "show how" instead of demonstration for beginners.
4. Have several members show different parts of a process.
5. Help member choose the demonstration he would like to give and help him make his plan.
6. List the demonstrations in the Club program.
7. Help them learn about the material they are working with.
8. Find ways to get club members to do their demonstration over and over.
9. Show your approval, however small the demonstration.
10. Help the member feel he has done something worthwhile for his club as well as for himself.
11. Encourage him to go on and try something a little more advanced before a larger group.
12. Urge the parents to show interest and encouragement to the member.
13. Praise is the best reward and the leader should be the first to give it.
14. Help members evaluate their demonstrations.